



## Effects of Classroom Management Profiles of Pre-School Teachers on Social Skills and Problem Behaviors of Children

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### Keywords

Classroom management, pre-school teachers, social skills, problem behaviors, children.

### Abstract

This research was conducted to determine the classroom management profile of preschool teachers and to examine the influence of teachers' classroom management profiles on children's social skills and problem behaviors. The research was carried out in 2015-2016 educational year with teachers working in kindergartens affiliated to Provincial Directorate of National Education in Gaziantep province center and children in their classes. The study group consists of 485 children and 45 teachers who participated the study voluntarily and were chosen from 15 preschools by simple random sampling method. "General Information Form" was prepared to determine the demographic characteristics of teachers and children. The data related to the classroom management profiles of the teachers were collected by "Classroom Management Profile Inventory" developed by Kris (1996a) and adapted to Turkish by Ekici (2004). The data related to the social skills and problem behaviors of children were collected by "Pre-school and Early Childhood Behavior Scale" developed by Merrill (1994) and adapted to Turkish by Özbey and Alisinanoğlu (2009). According to the findings, it has been determined that the problem behaviors increase as the social skills scores of the children increase. While the relationship between the age of the teachers and the Unrestricted and Indifferent Classroom Management Profiles was found to be significant, it was seen that there was no ethics on the classroom management of the learning situation. There was no significant relationship between the gender of the children participating in the study, the pre-school education status of the children, the social skills and problem behaviors of the children, and the class management profiles of the teachers.

### Article History

Received

15 May, 2017

Accepted

10 June, 2017

## 1. Introduction

Classroom management; it is widely defined as a collection of activities that a teacher addresses to help students create a supportive and facilitating environment for both academic and social emotional learning (Evertson ve

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Weinstein, 2006). Classroom management includes all activities aimed at achieving effective education and communication (Akgün, Yazar & Dinçer, 2011). Organizing resources includes organizing the environment in an effective manner, directing classroom work or managing classroom work, observing student development and predicting student problems. In addition to these, it is seen as an orchestra-like management (Bakırcıoğlu, 2012; Emmer & Stough, 2001; Terzi, 2002) , especially in a discipline and social democracy-based social relations. The new classroom management concept sees the negative behavior as not observing and punishing but creating a positive social and emotional climate in the classroom (Hardin, 2004). The attitude and behavior of the teacher in classroom management is the key to effective classroom management. Variables affecting classroom management, which is a comprehensive process, are specified as teacher, student, school, program, educational environment, educational management, family and environment (Gündüz, 2001). Ekici (2004) suggests that classroom management profiles of instructors can be grouped in 4; authoritarian classroom management, authoritative classroom management, indulgent classroom management and indifferent classroom management methods.

In the authoritarian classroom management profile, the teacher has control and limitations over the students. The children follow the instructions without questioning (Dunbar, 2004; Ekinci 2004). In the authoritative classroom management profile, the teacher has some limitations on students based on some reason / cause. The teacher does not monitor the behaviors of the children, controls the children very little and explains the reasons besides the rules. In the authoritative classroom management profile, teachers demonstrate a warm and caring attitude towards children and support children to be socially competent and self-confident individuals (Bosworth et al., 1996; Dunbar, 2004; Ekinci 2004; Talşık, 2015). In the indulgent classroom management profile, the teacher has very few requests from students and shows little behavior to control them. These teachers accept the reactions and behaviors of the students and prefer to be observers only. The teachers who use indulgent classroom management tend to have low level of interest in, expectations from and demand on the student. In these classes there is low level of control over students (Bosworth et al., 1996; Ekinci, 2004). As for indifferent classroom management profile, the teacher doesn't get involved in the classroom. There are few demands on the student and there is a lot of freedom in the classroom (Dunbar, 2004; Ekinci 2004).

The factors affecting the classroom management, which is a very comprehensive process, can be specified as; teacher, student, school, program, educational environment, educational management, family and environment (Gangal, 2013; Gündüz, 2001; Özbey & Alisinanoğlu 2009). The basis for an effective classroom management is formed by providing teachers with sufficient knowledge and skills in this field (Celep, 2000; Demirtaş, 2006; Wang, Haertel & Walberg, 1993). The classroom management skills of the teacher have an effect on the development of the student as well. Most of the researches about teacher effectiveness show that classroom management skills of the teacher have an importance in the success of the instruction (Denizel-Güven & Cevher, 2005)

Teachers' effective classroom management skills enable children to improve their social skills, self-regulation skills, and take responsibility for their behaviors (Evertson & Weinstein, 2006; Marzano et al., 2003), and therefore reduce unwanted and negative behaviors (Carter & Doyle, 2006; Dinçer & Akgün, 2015; Snyder, et al., 2011). The classroom environment and the interaction between the teacher and the students affect the way the students perceive the school and their academic and social skills (Levin ve Nolan, 2007; Özbey & Alisinanoğlu, 2009). However, inefficient classroom management strategies of teachers have negative effects on development of students and cause problem behaviors to occur or continue.

The social development of the child's first years forms a basis for his/her later social behavior. In a study conducted by Kochanska and Radki (1992), it was observed that infants who were introverted during their infancy continued to behave the same when they reached the age of five. It has been found that children with pre-school institutional experiences are children who are more able, self-confident, self-sufficient, outward-looking, able to play advanced games compared to their peers who do not have the pre-school institutional experiences (Micozkadioğlu & Kazak, 2003). Another factor that has a significant impact on children's social skills as well as on their development and learning is the behaviors that hinder their own learning or disrupts the class (Asia University, 2007). These behaviors, referred to as problem behaviors, are expressed as behaviors that cause an individual to be excluded from the social environment because it damages both the self and the environment and does not conform to the social values of the society in which it is located. Children who exhibit undesirable behaviors in the classroom environment disrupt the positive classroom atmosphere and as a result, children's social relationships, participation and academic achievement are negatively affected (Doyle, 1986; Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010). Effective classroom management is often based on the principle of creating a positive classroom environment that involves effective teacher-student relationships (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014). If the positive relationship, which is a significant contributor to children's social skills development, can not be established, problem behaviors emerge. The classroom management style of the teacher is the determining factor in the development of children's social skills and the reduction of problem behaviors.

The studies about the classroom management used by the pre-school teachers to provide effective education and at the same time to ensure the healthy development of the children are mostly related to the infrastructure system in the classroom management, teacher characteristics, student profile, effect of physical classroom environment on classroom management (Turla, Şahin & Avcı, 2001; Şahin, Tantekin-Erden & Akar, 2011), classroom management strategies of teachers (Carlson et.al., 2011; Sadık, 2006: Snyder et. al 2011; Daşiran (2013; Tal, 2010), ways of coping with problem behaviors (Akar, Tor, Tantekin-Erden & Şahin, 2010; Akgün et al., 2011, Dinçer & Akgün, 2015; Gezgin, 2009; Uysal et al., 2010), examination of classroom management skills of preschool teachers according to some variables (Adıgüzel, 2016; Aras, 2012; Denizel-Güven & Cevher, 2005; Nur,

2012), and the effects of classroom management on social and emotional development. When the studies about the social adaptation and problem behaviors of the children are examined, it is seen that there are studies related to pre-school teachers' perspectives about the problem behaviors in the classrooms and about the methods they use (Akar et al., 2010; Akman, Aydos, Akar & Şansal, 2014; Buyse et al., 2007; Gangal, 2013; Sadık, 2002, 2004; Akman, Baydemir, Akyol, Arslan & Kükütçü, 2011; İflazoğlu & Bulut, 2005; Bulut & İflazoğlu, 2007; Uysal et al., 2010; Ritz, Noltemeyer, Davis & Green, 2014; Taner-Derman, 2009; Özbey & Alisinanoğlu, 2009).

Pre-school education has an importance in children's positive attitudes towards learning and reading and functions as a bridge to primary education in that sense. It is very important for the teacher to have effective classroom management skills because the children spend a long period of time with the teacher (Jacobson, 2008) and they learn basic survival skills there. With this in mind, this study aims to determine the classroom management profiles of preschool teachers and to show whether their classroom management profiles influence the children's social skills and problem behaviors.

## **2. Material and Method**

This study was conducted as a descriptive and comparative research, to determine the preschool teachers classroom management profiles and examine whether there is an effect of preschool teachers classroom management profiles on children's social skills and problem behaviour. Relational screening model was used in the study. Scanning models are research approaches that aim to describe a situation in the past or present as it is (Büyüköztürk et al., 2008).

### **2.1. Study Group**

The research was carried out with teachers and their students in kindergartens under Provincial Directorate of National Education in Gaziantep province center in 2015-2016 educational year. The study group consists of forty-five teachers and 485 children in the class who wanted to volunteer to work in 15 kindergartens selected by the simple random sampling method.

**Table 1.** Distribution of demographic characteristics of children and teachers participating in the study

<b>CHILD</b>	<b>f (485)</b>	<b>%</b>
Age		
4 year-old	50	10,2
5 year-old	145	29,9
6 year-old	290	59,9
Sex		
Female	241	49,7
Male	244	50,3
Preschool Education		
Received	183	37,7
Not received	302	62,3
<b>TEACHER</b>	<b>f (45)</b>	<b>%</b>
Sex		
Female	43	95,6
Male	2	4,4
Age		
25 year-old and below	11	24,4
26-30 year-old	14	31,1
31 year-old and above	20	44,4
Marital Status		
Married	27	60,0
Single	18	40,0
Teacher Experience		
5 years and less	22	48,9
6 years and more	23	51,1
Ed. Background		
Associate degree	10	22,2
Bachelor's degree	35	77,8
Number of children in the classroom		
12-20 children	30	66,7
21 children and above	15	33,3

According to Table 1, 10,2% of the children were 4 years old, 29,9% of them were 5 years old and 59,9% of them were 6 years old. 49,7% of the children were girls, 50,3% were boys and 63,2% had pre-school education. Of the teachers participating in the study, 95,6% were female, 24,4% were below 25 years of age, and 44,4% were above 31 years of age. 60% of the teachers were single, 51,1% of them had 6 years and over of working experience, 77,8% had undergraduate degrees and 66,7% of the teachers had 12-20 children in their classes.

## 2.2. Data Collection Tools

The "General Information Form" was used to determine the teacher's and the children's demographic characteristics. To determine the classroom management styles of teachers the "Classroom Management Profile Inventory", prepared by Kris (1996a) and adapted to the Turkish by Ekici (2004), was used. In order to determine the social skills and problem behaviors of students "Pre-School and Early Childhood Behavior Scale" adapted to Turkish by Özbey and Alisinanoğlu (2009) developed by Merrill (1994) was used.

### **3. General Information Form**

There are eight items regarding the age, gender, educational status, occupational seniority, the number of children in the institution, the class, the age and sex of the children, and whether they have taken pre - school education before.

### **4. Inventory of Classroom Management Profile**

Classroom management inventory consists of four sub-dimensions: authoritarian classroom management, authoritative classroom management, indulgent classroom management profile, and indifferent classroom management profile. There are a total of three items for each classroom management profile. Respondents can value between 1 and 5 on each item. According to this, respondents have the highest score of 15 and the lowest score of 1 in each class management profile group. The items in the inventory arranged as a 5-point likert type scale and were rated as strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points), strongly disagree (1 point). According to the results obtained from the adaptation study, the overall alpha of the Classroom Management Profiles Inventory was calculated as .87, while for the authoritarian classroom management profile .82, for the authoritative classroom management profile rated as .80, for the indulgent classroom management profile it was .84 and finally it is calculated as .78 for the indifferent classroom management profile.

### **5. Preschool and Kindergarden Behaviour Scale**

Preschool and Kindergarden Behaviour Scale (PKBS-2), was developed by Kenneth W. Merrill in 1994 to measure social skills and problem behaviors of 3-6 year old children in preschool period. In 2003, the scale was revisited and a norm study was conducted with a total of 3,317 children between the ages of 3 and 6. The scale consists of two independent scales, Social Skill Scales and Problem Behavior Scales. The study of validity and reliability for the Turkish children was carried out by Fatma Alisinanoglu and Saide Özbey. The Problem Behavior Scale consists of four factors; outward attitude, internal attitude, anti social and egocentric. For the first factor in problem behavior scale the reliability is .96, explained variance is .62; construct validity for the second factor is .90 and explained variance is .65; for the third factor the construct validity is .89 and explained variance is .73, construct validity for the fourth factor is .75 and explained variance is .51. Cronbach Alpha value for the first factor of Problem Behavior Scale is .95, for the second factor it is .87, for the third factor it is .81, for the fourth factor it is .72; total Cronbach Alpha value for the Problem Behavior Scale is .96.

### **6. Findings**

The findings obtained in the research conducted to determine the classroom management profiles of the teachers working in the pre-school education institutions and the effect of the teachers' classroom management profiles on the social skills and problem behaviors of the children were summarized below.

**Table 2.** Relationship between classroom management, social skills and problem behaviors.

Variables	Social adaptation	Problem Behavior	Authoritarian Classroom Management	Authoritative Classroom Management	Indifferent Classroom Management
1.Social skill					
2.Problem behavior	.337**				
3.Authoritarian Classroom Management	.014	.035			
4.Authoritative Classroom Management	.015	.015	.101*		
5.Indifferent Classroom Management Profile	.000	.005	.177**	.653**	
6.Indulgent Classroom Management Profile	.001	.063	.092	.230**	.111*

\*\* p<.01

According to Pearson correlation test results in Table 2, there was a positive and significant relationship ( $p < 0.01$ ) between children's social skills scores and problem behavior scores ( $r = 0.337$ ,  $r^2 = 0.11$ ,  $N = 485$ ,  $p = .000$ ). This finding suggests that 11% of the changes observed in problem behaviors of children can be explained by higher social skills scores.

**Table 3.** Kruskal Wallis test results of classroom management profiles of teachers by their age

Group	Age	N	Mean	Mean Rank	Chi-Square	P
Authoritarian Classroom Management	25 aged and below	11	6.81	16.55	3.600	.165
	26-30 aged	14	8.00	25.32		
	31 aged and above	20	8.25	24.93		
Authoritative Classroom Management	25 aged and below	11	13.54	28.50	4.518	.104
	26-30 aged	14	11.42	17.61		
	31 aged and above	20	13.05	23.75		
Indifferent Classroom Management	25 aged and below	11	2.18	28.36	4.807	.090
	26-30 aged	14	10.28	17.39		
	31 aged and above	20	11.75	23.98		
Indulgent Classroom Management	25 aged and below	11	6.45	11.64	11.672	.003
	26-30 aged	14	8.21	27.93		
	31 aged and above	20	8.20	25.80		

When Table 3 is examined, it can be seen that the scores of classroom management profile of teachers were significantly different according to Kruskal Wallis results between Indulgent Classroom Management ( $P = .090$ ,  $p < .05$ ) and Indifferent Classroom Management Profile ( $P = .003$ ,  $p < .05$ ) depending on the age of the teacher. However, there was no significant difference between the Authoritarian Classroom Management Profile ( $P = .165$ ,  $p < .05$ ) and Authoritative Classroom Management Profile ( $P = .104$ ,  $p < .05$ ) depending on age. Also, it was observed that the teachers aged 25 and under had a more authoritarian and authoritative classroom management profile than teachers aged between 26-30 and 31 years.

**Table 4.** Classroom Management Profiles Mann Whitney U test results of classroom management profiles of teachers according to their marital status

	Marital Status	Mann Whitney U				
		N	Mean	Mean Rank	Z point	p
Authoritarian Classroom Management	Married	27	8.14	25.37	1.499	.134
	Single	18	7.33	19.44		
Authoritative Classroom Management	Married	27	12.25	20.89	1.345	.179
	Single	18	13.27	26.17		
Indifferent Classroom Management	Married	27	11.07	22.30	.455	.649
	Single	18	11.88	24.06		
Indulgent Classroom Management	Married	27	7.74	24.17	.748	.455
	Single	18	7.83	21.25		

Table 4 shows the mean score of authoritarian classroom management of teachers who are married is  $\bar{X}=8.14$ , scores of authoritative classroom management is  $\bar{X}=12.25$ , mean score of indulgent classroom management is  $\bar{X}=11.07$  and indifferent classroom management is  $\bar{X}=7.74$ . Mean scores of single teachers for authoritarian classroom management is  $\bar{X}=7.33$ , mean score for authoritative classroom management is  $\bar{X}=13.27$ , mean score of indulgent classroom management is  $\bar{X}=11.88$  and for indifferent classroom management it is  $\bar{X}=7.83$ . There is no significant relationship between teachers' class management profiles and marital status ( $p < .05$ ). However, it can be said that the married teachers have higher authoritarian classroom management scores than single teachers while the single classroom teachers have higher scores on authoritative classroom management.

**Table 5.** Mann Whitney U test results of classroom management profiles of teachers according to their educational status

Classroom Management Profiles	Educational Status	Mann Whitney U				
		N	Mean	Mean Rank	Z point	p
Authoritarian Classroom Management	Associate degree	10	8.40	26.10	.392	.411
	Bachelor's degree	35	7.65	22.11		
Authoritative Classroom Management	Associate degree	10	12.70	22.35	.857	.861
	Bachelor's degree	10	12.65	23.19		
Indifferent Classroom Management	Associate degree	10	11.20	21.90	.756	.778
	Bachelor's degree	35	11.45	23.31		
Indulgent Classroom Management	Associate degree	10	8.10	24.10	.758	.778
	Bachelor's degree	35	7.68	22.69		

When Table 5 is examined, it is seen that the average of authoritarian classroom management point average of teachers with undergraduate graduation is  $\bar{X}=8.40$ , the average score of Authoritative Classroom Management is  $\bar{X}=12.70$ , the average of Indifferent Classroom Management is  $\bar{X}=11.20$  and the average of class management point is  $\bar{X}=8.10$ . The authoritarian classroom management scores of the undergraduate students are found to be  $\bar{X}=7.65$ , the authoritative classroom management scores is  $\bar{X}=12.65$ , the indulgent classroom management scores is  $\bar{X}=11.45$  and the indifferent classroom management scores is  $\bar{X}=7.68$ . There was no significant relationship with the educational level and any subscale of the teachers'

classroom management profiles. However, it is seen that the Authoritarian Classroom Management Profile and the Indifferent Classroom Management Profiles are higher in associate degree teachers.

**Table 6.** Mann Whitney U test results of classroom management profiles of teachers according to the number of children in their classes

Classroom Management Profiles	Number of Children	Mann Whitney U				
		N	Mean	Mean Rank	Z point	p
Authoritarian Classroom Management	12-20 children	30	7.66	22.33	.487	.626
	21 children +	15	8.13	24.33		
Authoritative Classroom Management	12-20 children	30	12.30	21.15	1.361	.173
	21 children +	15	13.40	26.70		
Indifferent Classroom Management	12-20 children	30	10.96	20.95	1.531	.126
	21 children +	15	12.26	27.10		
Indulgent Classroom Management	12-20 children	30	7.53	21.02	1.468	.142
	21 children +	15	8.26	26.97		

According to Table 6, in the classrooms with 12-20 children based on the number of children in the class of teachers, authoritarian classroom management point average is found to be  $\bar{X}=7.66$ , authoritative classroom management score is  $\bar{X}=12.30$ , indulgent classroom management profiles is  $\bar{X}=10.96$  and indifferent classroom management scores is  $\bar{X}=7.53$ . It was seen that in the classroom with average 21 or more students, the authoritarian classroom management point average was  $\bar{X}=8.13$ , authoritative classroom management point average was  $\bar{X}=13.40$ , the indulgent class management point was  $\bar{X}=12.26$ , and the average grade point of indifferent classroom management score was  $\bar{X}=7.53$ .

Findings showed that there is no meaningful relationship between the number of the students in the classroom and classroom management profiles. However, the authoritarian, authoritative, indulgent and indifferent classroom management profiles of the teachers with 21 or more students in their classroom are found to be higher than the ones with 12-20 students.

**Table 7.** T-test results of teachers' classroom management profiles and children's social skills and problem behavior scores on receiving pre-school education

Groups	Pre-school Education	N	$\bar{X}$	S	t	p
Social Skills	Received	183	62,03	16,30	,907	.365
	Not-received	273	63,71	21,48		
Problem behavior	Received	183	25,25	20,97	,649	.516
	Not-received	273	27,45	42,73		
Authoritarian School Management	Received	183	8.73	1.62	1.910	.057
	Not-received	273	8.43	1.69		
Authoritative School Management	Received	183	12.92	1.68	.327	.744
	Not-received	273	12.87	1.56		
Indulgent Classroom Management	Received	183	11.71	1.87	.332	.740
	Not-received	273	11.66	1.31		
Indifferent Classroom Management	Received	183	7.59	2.12	1.275	.203
	Not-received	273	7.83	1.92		

When Table 7 is examined, it is seen that the mean scores of the social skills points of the children who have pre-school education is  $\bar{X}=62.03$ , the average of the

problem behavior scores is  $\bar{X}=25.25$ , the scores of the social skills average score of the children without pre-school education is  $\bar{X}=63.71$  and the average of problem behavior scores is  $\bar{X}=27.45$ . When the class management profiles of the teachers of the children who receive pre-school education in their classes are examined; Average of authoritarian classroom management point average is  $\bar{X}=8.73$ , average of classroom management point of authoritative =  $\bar{X}=12.92$ , average of indulgent classroom management point  $\bar{X}=11.71$  and average indifferent classroom management point average is  $\bar{X}=7.59$  while the authoritarian classroom management point average of teachers of children who do not receive preschool education is  $\bar{X}=8.43$ , authoritative classroom management point averages is  $\bar{X}=12.87$ , indulgent classroom management point average  $\bar{X}=11.66$  and indifferent classroom management point average is  $\bar{X}=7.83$ .

When average scores were taken into account, it was seen that there was no meaningful difference between the children's receiving or not receiving preschool education and their social skills and problem behaviors and classroom management profiles of the teachers ( $p < .05$ ). However, it was found that children who did not receive pre-school education had higher social skills and problem behavior scores even though there was no meaningful relationship.

**Table 8.** T-test results of teachers' classroom management profiles and children's social skills and problem behavior scores by gender

Groups	Gender	N	$\bar{X}$	S	t	p
Social Skills	Female	241	61,74	14,77	1,489	.137
	Male	244	64,40	23,51		
Problem behavior	Female	241	24,35	19,28	1,379	.168
	Male	244	28,86	47,07		
Authoritarian School Management	Female	241	8.61	1.67	.886	.376
	Male	244	8.47	1.67		
Authoritative School Management	Female	241	12.97	1.62	1.119	.264
	Male	244	12.81	1.59		
Indulgent Classroom Management	Female	241	11.71	1.59	.470	.638
	Male	244	11.64	1.50		
Indifferent Classroom Management	Female	241	7.63	1.98	1.243	.214
	Male	244	7.85	2.01		

According to Table 8, it is found that the mean scores of children's social skill is  $\bar{X}=61.74$  for females,  $\bar{X}=64.40$  for males; the mean score of their problem behavior is  $\bar{X}=24.35$  for females, and  $\bar{X}=28.86$  for males, and it is also pointed out that there is no significant relationship between gender and social skill and problem behavior. However, females' social skills and problem behavior scores were found to be higher than boys ( $p < .05$ ). The relationship between the gender of the children and the classroom management profiles of the teachers appears to be insignificant ( $p < .05$ ).

## 7. Discussion

In this study, the identification of teachers' classroom management profiles and the effect of teachers' classroom management profiles on children's social skills

and problem behaviours were examined. The first findings from the study are related to whether the classroom management profiles of teachers change according to some variables or not.

The first finding from the study is that the problem behaviours increase as the social skills scores of the children increase. The positive relationship between social skills and problem behaviours suggests that children with higher social skills exhibit more problem behaviours. Behaviours of children who are with high participation in in-class activities and friends groups, active, self-expressive, participatory, manageable, problem-solving and interrogative, that is having high social skills levels, are often perceived as problem behaviours by teachers as they are perceived negatively. It is thought that teachers' perception of children who are less inclined, silent, and who tend to follow directions as compliant children may be effective.

Another finding from work is that the relationship between the age of teachers and the Indulgent and Indifferent Classroom Management Profiles is significant. Teachers aged 25 and below have more Indulgent and Indifferent Classroom Management Profile than the teachers aged 26 to 30 and 31 and more. It can be said that teachers are more effective in classroom management as their age and naturally seniority increase. While Dinçer & Akgün (2015) stated that there is a significant relationship between classroom management skills and age of pre-school teachers, Gezer (2009) and Adıgüzel (2016) revealed that this relationship is not significant.

Although there was no significant relationship between teachers' marital status and classroom management profiles, married teacher's Authoritarian Classroom Management Profile scores were found to be higher than that of single teachers, while single teachers' Authoritative Classroom Management scores were higher than that of married classroom management scores. The findings of Adıgüzel (2016), which he obtained from his work, support the study. Bosworth et al. (1996) state that teachers with an authoritative classroom management profile demonstrate a warm and caring attitude towards children and explain the reasons for the rules. The fact that young teachers have recently begun to work and their being more dynamic can be considered as the reasons for this situation.

There was no statistically significant difference between teachers' education status and classroom management profiles, however, it was seen that teachers with associate degree had higher authoritarian and indifferent classroom management profiles than teachers with undergraduate degrees. Similarly, in Denizel-Güven & Jevher (2005), it is stated that the class management profiles of undergraduate and associate degree teachers are higher. When the other studies about the classroom management characteristics of preschool teachers are examined, it is stated that classroom management strategies are related to the educational status of teachers and that teachers focus on verbal communication in dealing with inappropriate behaviours (Akgün et al., 2011, Denizel Sadık, 2003; Uysal et al., 2010). Dinçer & Akgün (2015), Turla, Şahin & Avcı (2001) and Adıgüzel (2016) found that there is no relation between the classroom management skills of the pre-school teachers and the education status.

Teachers who participated in the study did not have a statistically significant relationship between the number of children in the classroom and, teachers with 21 or more children in the class were found to have higher authoritarian, authoritative, indulgent and indifferent classroom management profile scores. Adıgüzel (2016) and Denizel-Güven & Jevher (2005) also had the similar findings. However, Keles (2013) notes that both the preschool teacher candidates and the preschool teachers have an interventionist belief and attitude, and Akgün et.al. (2011) indicate that in classroom management teachers use more inappropriate strategies than the appropriate ones.

When the social skills and problem behaviours of the children participating in the study were compared with the teachers' class management profiles, no significant relation was found between the social skills and problem behaviours of children who have received pre-school education before and teachers' classroom management profiles. However, it has been determined that the social skills and problem behaviours of children who have received pre-school education before are high. Özbey & Alisinaoglu (2009) have found similar findings. There are studies which show that children have a positive contribution to the social and emotional development of children as the period of pre-school education increases (Akman, 1987, Peisner-Feinberg et al., 2001, Ramazan et al., 2004, Tuğrul, 1991).

Creating a positive classroom environment in which children can be pleased to be found, to be able to lead themselves, to take responsibility, to feel responsible, and to feel a sense of belonging, the attachment style developed by children to their pre-school teachers affects both the academic achievement of the child and the social emotional harmony in the school to prevent problem behaviours environment (Charles, 2005; Jones & Jones, 2004) and, children who do not have close relationship with the teacher exhibit problem behaviours (Buyse et al. 2008).

The relationship between the gender of children, social skills and problem behaviours and the classroom management profiles of teachers in the study was not found to be statistically significant. However, boys' social skills and problem behaviour scores are higher than girls'. Many studies on problem behaviours in pre-school children support this finding (Dizman, 2003, Erkan & Kargı, 2004, Gürşimsek et al., 2004, Kanlığıçer, 2005, Mccoby & Jacklin, 1980, Orçan & Deniz, 2004, Özbey & Alisianoğlu , 2009, Seven, 2006, Şehirli, 2007, Taner-Derman, 2009). Unlike the findings of the study, Işık (2007) revealed that there is no relationship between social skills and gender. Taner-Derman (2009) stated that the behaviour of children at school is shaped by the relationship between the teacher and the child in the study of five-six-year-olds in order to reveal the aggressive behaviours and teacher-induced causes observed in the classroom.

## **8. Results and Suggestions**

The result of this research conducted to determine the class management profiles of teachers working in pre-school education institutions and to examine the effects of teachers' class management profiles on children's social skills and problem behaviors showed that;

- There was a positive and significant relationship between social skills scores of children and problem behavior scores,

- The relationship between teachers' age and classroom management professions is significant,
- The relationship between teachers' educational status, marital status and the number of children in their class and classroom management profiles is not meaningful,
- The relationship between social skills and problem behaviors of pre-school children who went to preschool before and teachers' classroom management profiles is not meaningful,
- The relationship between the gender of children, social skills and problem behaviors and the teachers' classroom management profiles was not found to be statistically significant.

Based on the findings of the study, the following suggestions are presented.

- Determining classroom management needs of preschool teacher candidates and teachers
- Developing practical training seminars for preschool teacher candidates and teachers to develop effective classroom management skills, providing active participation of teachers and the developing of these efforts in line with the needs arising in the process,
- In particular for teacher candidates, opening of elective social skills education courses supporting education programs, preventing problem behavior and opening similar elective courses,
- Examining the effects of teacher's classroom management skills on all children's developmental areas in comparative studies in depth.

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